

| | Rating | | | | Evidence | Priority |
|--|-------------|-------------|----------|-------------|--|----------|
| | Not Started | In Progress | Achieved | Maintaining | | |
| Cultural Competency and Responsivity | | | | | | |
| 1. School staff recognize that culture influences classroom learning and experiences | | 7/08 | | | Staff is able to define the role of culture in learning; staff is familiar with terms such as culture responsivity and cultural competence | |
| 2. Multicultural knowledge is incorporated into curriculum and instruction | | | 7/08 | | Staff differentiates instruction based on an understanding of culture | |
| 3. Students are educated about the diversity of the world around them | | | 7/08 | | Students are able to articulate and discuss multiple perspectives related to curricula topics | |
| 4. Interventions are developed with consideration of student’s cultural and linguistic background. | | | 7/08 | | Interventions on action plans build upon the strengths and interests of the student | |
| 5. Students are taught to understand and appreciate their own and others' cultural heritages. | | 7/08 | | | Teachers utilize a wide variety of literature from multiple points of view | |
| 6. Home and community practices of students are incorporated into the curriculum and instruction | | | 7/08 | | Various learning styles are incorporated into instruction such as story telling, call/response | |
| 7. The impact of a students' cultural and linguistic backgrounds on learning (including behavior) considered | | 7/08 | | | Community, families, and students are involved in the development of school rules | |
| 8. Instructional materials that are responsive to diverse students’ cultural and/or ethnic backgrounds and values are used | | | 7/08 | | Wide range of materials drawn from diverse cultures are used for instructional examples | |
| 9. Materials which foster respect and understanding for diverse racial, ethnic, cultural, language and ability groups are used | | 7/08 | | | Teachers have access to a listing of diverse instructional materials | |
| 10. Staff has resources and access to ongoing professional development and support to develop cultural competence and culturally responsive instruction. | | | 7/08 | | Multiple professional development opportunities(i.e PLCs, GL team meetings, book studies) are provided on a regular basis | |
| 11. Learning activities and discussions that are responsive to diverse students’ cultural and/or ethnic backgrounds and values are used | | | 7/08 | | Students are engaged in learning; Various teaching styles are used(i.e. collaborative learning, kinesthetic opportunities) | |
| 12. Student’s cultures and ethnic backgrounds are represented on posters, books, student work and classroom displays. | | | 7/08 | | Pictures of various cultures and family groupings are evident across the school environment | |
| Cultural Competency and Responsivity Summary | | | | | | |

Not started- The activity occurs less than 25% of the time

In progress- The activity occurs approximately 25%-74% of the time

Achieved- The activity occurs approximately 75% to 100% of the time

Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time

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